**** **Lauren Greenhill**

**9/10/12 – 9/14/12**

**NELA Internship Weekly Activity Log**

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|  | **Teacher**  **Observation** | **Teacher**  **Evaluation** | **Teacher**  **Mtgs** | **Building Meetings** | **District**  **Meetings** | **Community Mtgs/Contacts** | **Extra-**  **curricular**  **Events** | **Management Tasks** | **Other** |
| **Monday** | **4th & 5th grade walkthroughs (Ott, Karns, Powell)** |  |  | **Admin Team Mtg. @ 9** |  |  |  | **Created learning target sheet for Wednesday’s schoolwide PLC**  **AM, Lunch, and PM duties** | Mtg w/ Tom Williams 1-3ish |
| **Tuesday** |  |  |  |  |  |  |  |  | **NELA** |
| **Wednesday** |  |  | **Discipline mtgs by grade level (w/ ReFocus TA)** | **Schoolwide PLCs in the afternoon**  **Lead K PLC in discussion of learning daily learning targets** |  |  |  | **Convo w/ Edwards abt student discipline and attendance**  **AM, Lunch, and PM Duties** | **Phase II Interviews (Reading Coaches, 3rd, 4th, office secretaries)** |
| **Thursday** | **5th grade ELA/Geography (Pair, Coley, Carter)**  **2nd grade walkthrough (Bierbauer)**  **Enhancement pop-in** |  | **-- interview for Phase II with art teacher** |  |  | **PTA Board Mtg @ 630**  **Mtg. w/ 3rd grade parent** |  |  | **-- weapon discipline & academic discussion with Edwards** |
| **Friday** |  |  |  | **CandyMan Fundraiser Kickoff Assemblies (all students)** |  |  |  | **--Filled in for enhancement TA – 8:30-9:30**  **AM, Lunch, and PM Duties** |  |

**Reflection on Weekly Log (w/ feedback):**

* **academic and discipline decisions for transfers**
* **expedite help team process, get them properly assessed, then age-appropriate placement (decision for whom**
* **practice explaining the reasoning behind decisions**
* **discipline with love and logic, we can only make decisions about discipline within the parameters of the handbook; disciplining when upset is a no-no**
* **when in doubt, go to the handbook, and huddle up with your sister schools**
* **align yourself with the people who know the climate, have been here awhile (sounding-boards)**
* **tell your teachers: walk with me for 90 minutes during your planning period; see the school through my eyes (ask Ms. Black)**
* **We are not in the business of punishing kids.**
* **You have to triangulate your information before you make any sort of decision.**
* **Seek to understand before seeking to be understood (w/ parents who come in).**
* **If you act on impulsivity, you will give yourself an ulcer trying to go back and fix things that never should have needed to be fixed.**
* **I never say anything to somebody to whom it’s not warranted (i.e. ‘preaching to the choir’). Crucial conversations with those with whom it’s warranted.**

The above notes are taken from my weekly one-on-one “huddle up” conversation with Edwards, reflecting together on the week and what I’ve learned. As you can see above, a big part of this week focused on decision-making, both at an academic and a disciplinary level. We had several moderate to severe discipline situations this week (i.e. a knife brought to school, a fight in the morning before school, a student bringing 4 bullets to school). After being a part of the “handling” and the decision-making process in all of these scenarios this week, one of the biggest things I took away (as you can see above) was the necessity of gathering as much information as possible, triangulating that information with other parties (even other schools), and simply put, keeping your mouth shut until all that information has been gathered and you feel fully confident with the data you have that you’ve made the best decision possible. Each of the discipline scenarios this week might have looked cut-and-dry on the surface, but there are always extenuating circumstances that school leaders have to take into account before making an impulsive or instinctive decision. Seeing this process in action exemplified several of the standards for me, including Strategic, Cultural, and Micropolitical.

The same is true for academic decisions around placement, EC referrals, etc. We had two transfers this week, ages 9 and 7, who had essentially had no formal education since kindergarten; there were literally no transcripts or grades for them since the age of 5. The process that Edwards took to think through their placement, and determine the best course of action to get them the help they obviously will need quickly, utilized available resources (including human) to get those kids settled as efficiently as possible.